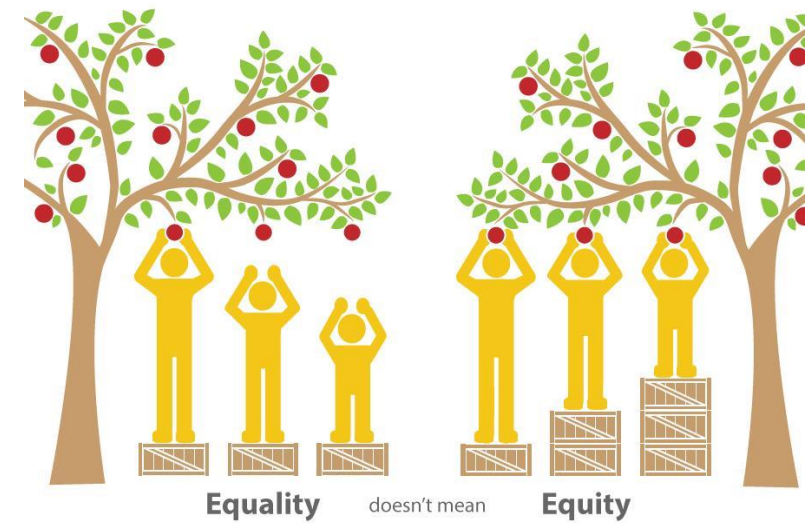
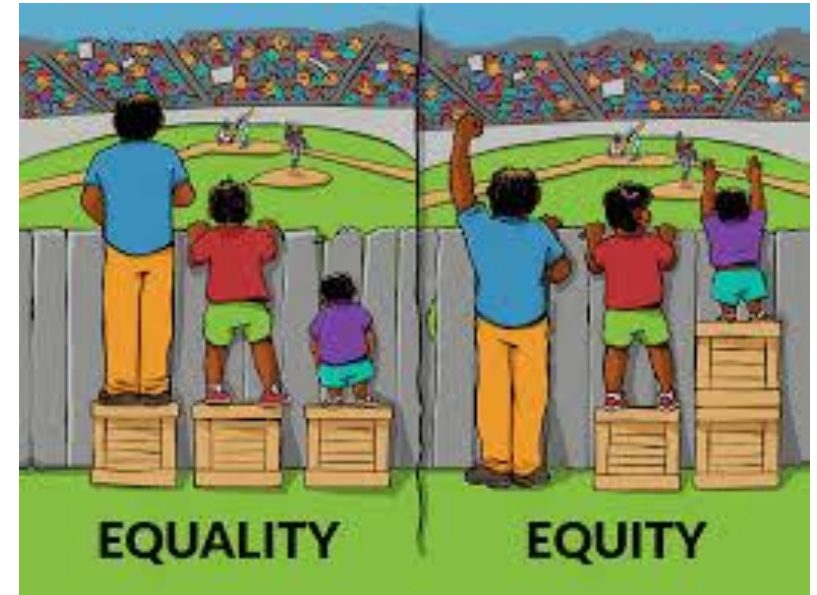
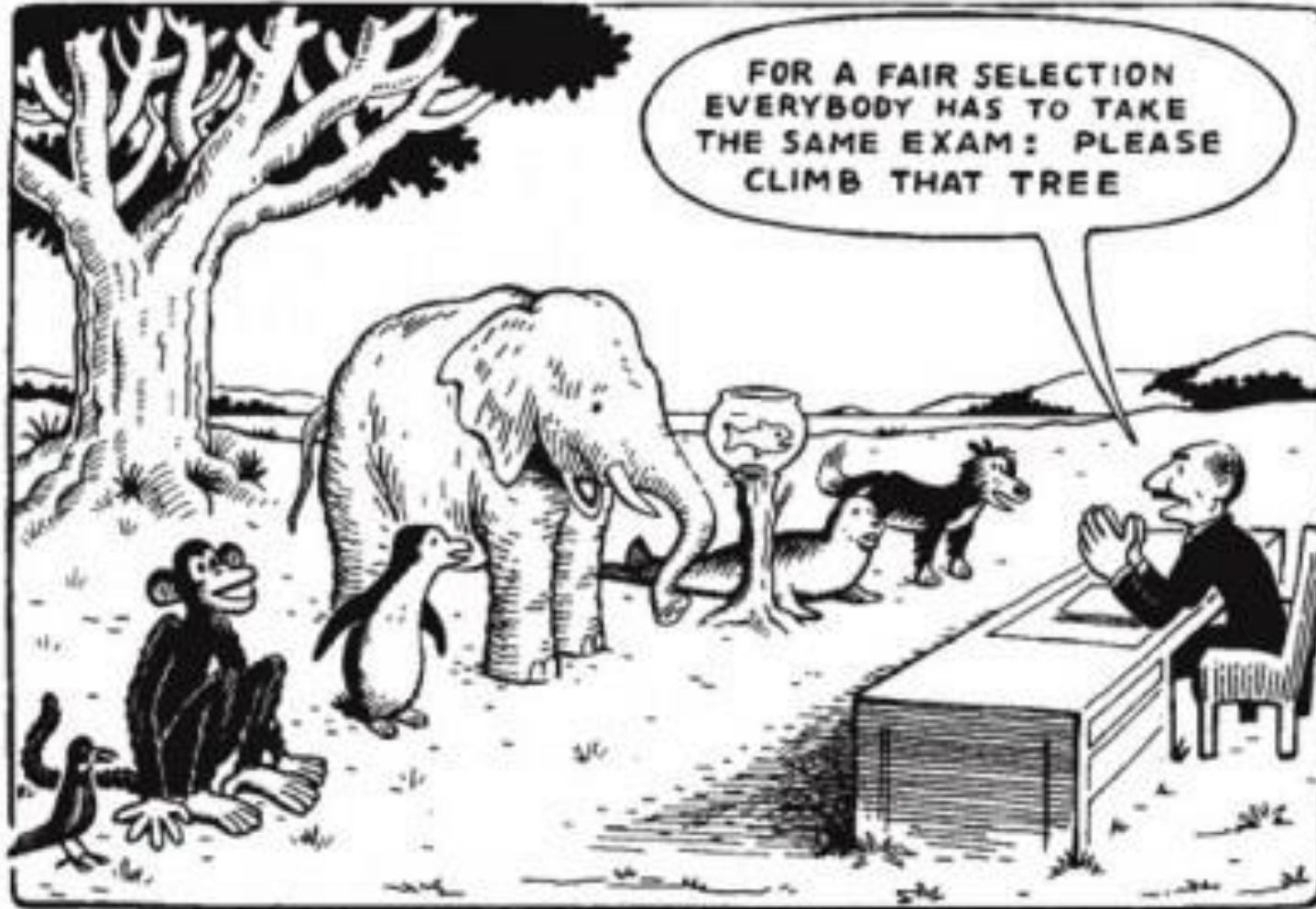


Why is that some of us “succeed”
more easily / quickly than others?

Why are some regions of the world so
much more *advanced* than others?

WHY is this lesson valuable?



WHY is this lesson valuable?

- It is valuable to understand that **inequity is a barrier to equality**.
- **EX:** Straight A's are not equally achievable unless all students have what they individually need to earn straight A's. Every kid needs **ACCESS** to straight A's. "Equality" says that access looks the same from kid to kid, but "equity" says that access will look different from kid to kid. Some kids may need more help than others to earn A's. This is because students begin from different starting lines. Giving a 3rd-grade writer and a 10th-grade writer 2 chances each to write a perfect paragraph (equality!) ignores the fact that the 3rd-grader may need 5 chances. Equal opportunities will not guarantee equal success, but equitable opportunities may. Equity requires that people be given *what they need* (which may not be the same) to be equally successful.

INEQUITY



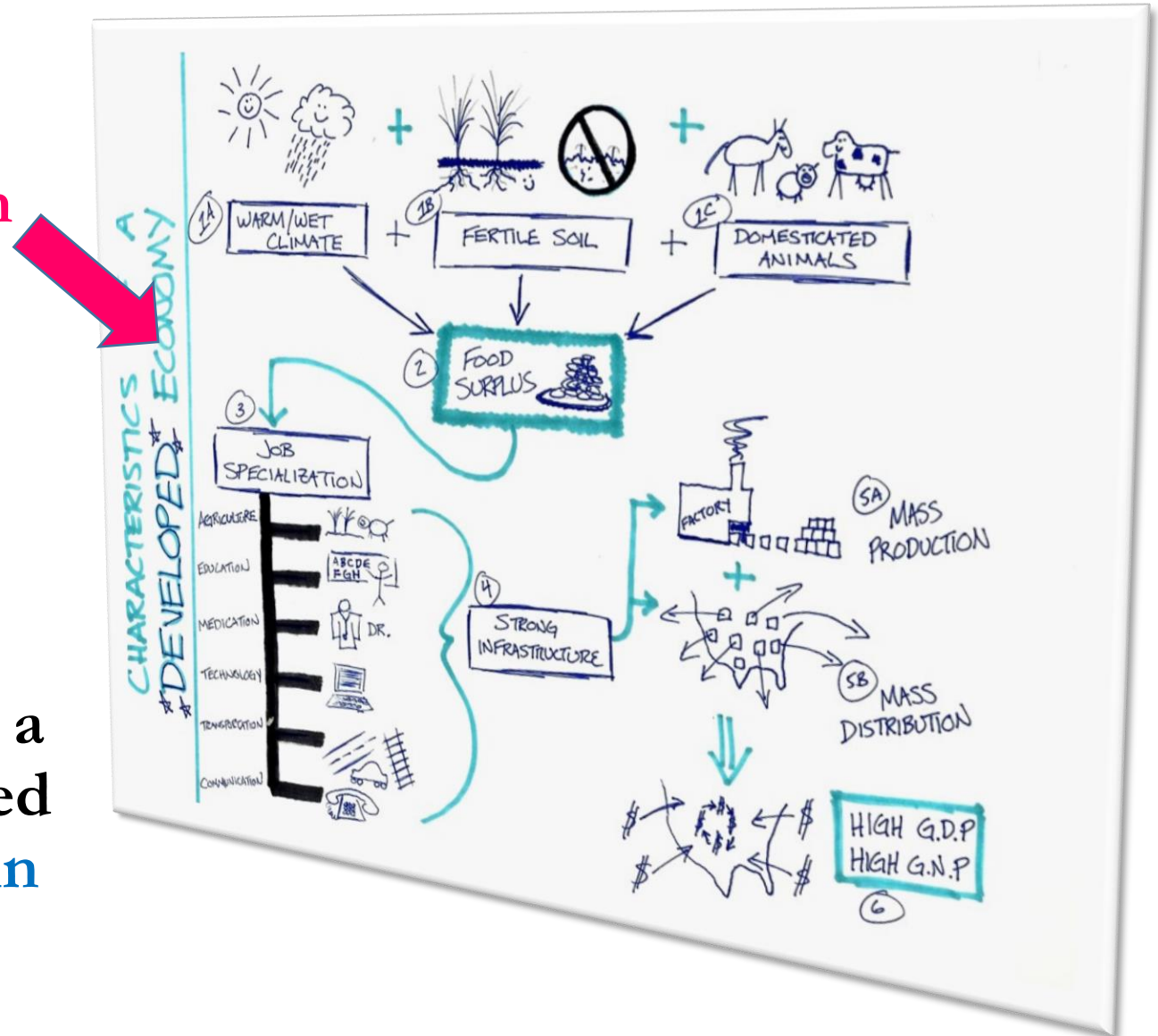
HOW are we going to explore this idea?

- We are going to examine the geographic “starting lines” of two hypothetical societies. We will see that the primary economic activity of both societies is the same (farming), yet only one of the societies is able to develop an advanced, modern economy. We will see that the “developed” society advanced more rapidly because it had geographic assets that the “undeveloped” society lacked.



WHAT are we going to do?

- **DIRECTIONS:** Working alone or with a partner, **transform this visual diagram into a 1-page essay.** In other words, write what these are trying to teach.
- **HINT:** This diagram shows that the existence of certain geographic advantages helps a society to develop an advanced economy. **You need to explain HOW this happens.**



- Start your essay with this sentence:
 - “A highly developed economy – one that is advanced and prosperous – begins with certain geographic assets, or advantages. Those advantages include...”



Underline your vocabulary words



Identify the meaning of the words in your writing

- Then write what the diagram is teaching.
- Use cause-effect transition phrases between ideas:
 - “As a result of these assets, the society is able to...”
 - “Because of _____, the society is able to...”
 - “If... then...”

MODEL

A highly developed economy – one that is advanced and prosperous – begins with certain geographic assets, or advantages. Those advantages include a warm, wet climate, fertile soil, and the presence of domesticated animals. If a society has these assets, then it will be able to grow a food surplus. This means that society will have a lot of food. Because of the existence of a food surplus, the society will...

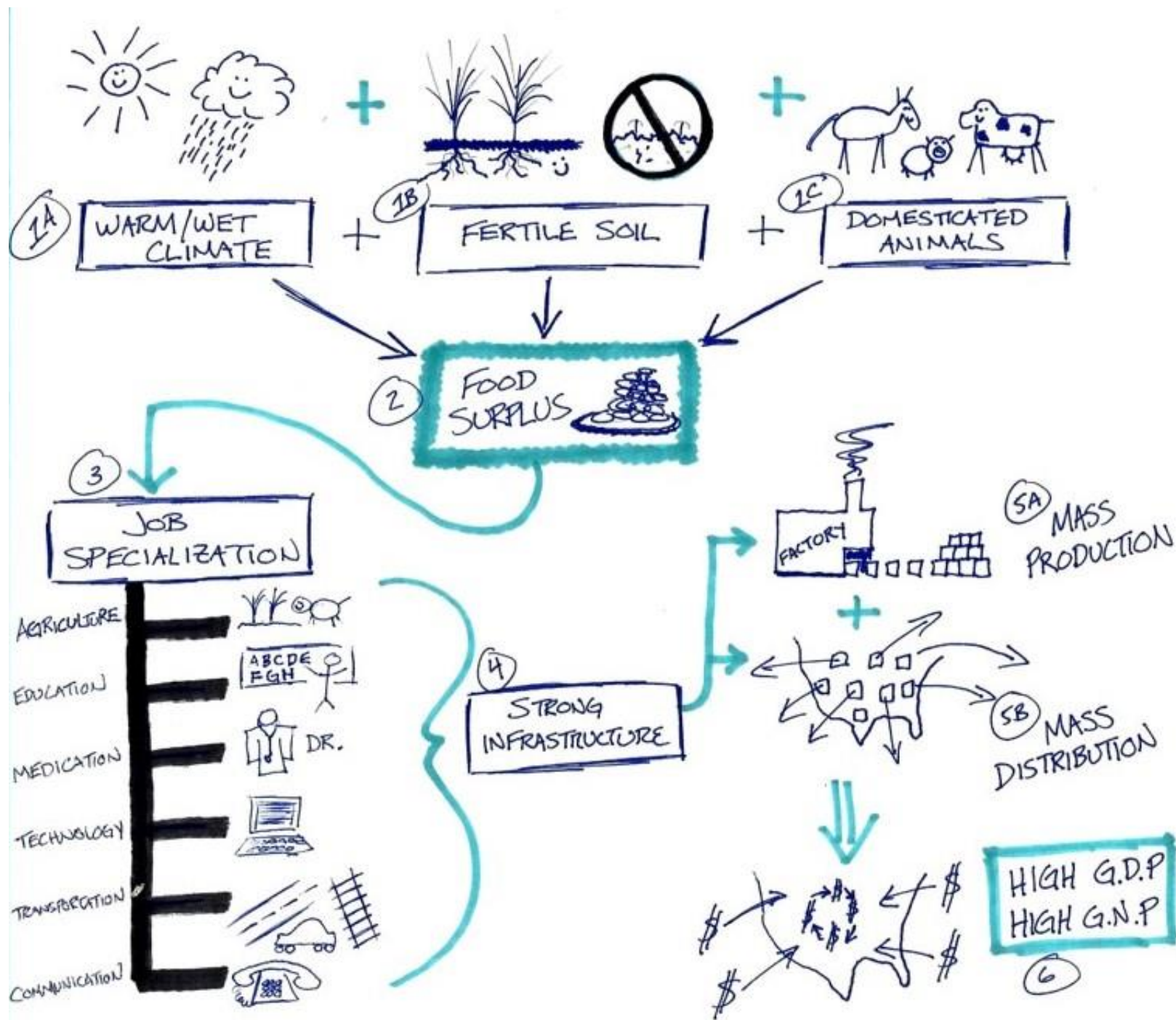
Sentence stem provided by teacher



Transition from one set of images to the next

Explanation of the vocabulary word

DIAGRAM



ASSESSMENT

- Level of **BASIC KNOWLEDGE [D]**
 - Match vocabulary concepts with appropriate definitions
- Level of **PROFICIENT UNDERSTANDING [C]**
 - Answer questions about the relationship between particular concepts.
 - EX: How does the production of a food surplus affect the rate of job specialization?
- Level of **ADVANCED UNDERSTANDING [B]**
 - Explain the relationship between geography and economic development.
 - “Geography has a huge impact on economic development. If a region lacks certain natural assets (i.e), then that region will struggle to produce a food surplus...”
- Level of **WISDOM [A]**
 - Complete Level B, and respond to the following prompts, proving you understand the key ideas from the film *Living on One Dollar*:
 - *Geographic inequity is a barrier to global economic equality.*
 - *It's possible to be poor and wealthy at the same time.*
 - *Small changes and partial solutions can have huge impacts.*